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THE SOCIALIZATION OF THE CLASSICS¹

A comprehensive discussion of my topic would require, first, after a definition of terms, an analysis of the evidence which has led me to the conclusion that the socialization of the Classics is a necessary step, and, secondly, an analysis of the ways and means of attaining that end.

It is not my purpose, however, to discuss to-day the theoretical side of my subject, the adequate exposition of which would take all the time at my disposal. A theoretical discussion would involve, besides other things, an analysis of the development that is going on so rapidly in the professions of medicine and law, in the ideals that science acknowledges. They are no longer ends in themselves, but means to an end, and that end the direct service of mankind, even when that involves self-annihilation, the goal of preventive medicine. It would require also an examination of the fate that has befallen Greek, the causes that have produced it, and the analogous remedies necessary to rehabilitate it.

Such a discussion, while indispensable to the ultimate acceptance of my theory, would be wholly theoretical, and I prefer therefore not to defend my thesis to-day, but to proceed directly to the practical details of its execution. I shall assume that, whether you admit or deny the validity of my fundamental principle, you will be able at any rate to see for yourselves the theoretical principles inherent in the tangible recommendations that I shall make.

What does the ideal involved in my topic demand? It demands that the material and the method of our secondary Latin text-books shall be selected solely on the basis of their capacity for entering into and interpreting the contemporary or subsequent intellectual environment of the pupil. More specifically

it demands that all the tangible facts of vocabulary, syntax and inflection shall successfully meet the test of the widest applicability outside the Latin classroom. It demands that, as application is always more difficult than acquisition, so training in application shall be an essential part of the methods included on the printed pages of our text-books and inculcated by the teacher. It demands that this ideal shall be the controlling factor from the first day in a Latin class, when the pupil should in the simplest possible ways be directed to his environment for his first lessons in both acquiring Latin and applying it, to the doctor's thesis.

I said I should not take time for destructive criticism, but, lest any should question my contention that this ideal is not now implicit in our books, let me merely remind you of the way the writers of the most recent first year Latin text-books have misused Professor Lodge's Vocabulary of High School Latin and Mr. Bryne's Syntax of High School Latin in still further narrowing first year Latin to a preparation for Caesar, in perpetuating and intensifying the ideal that Latin is an end in itself.

There is one point upon which I particularly do not wish to be misunderstood. The socialization of the Classics involves no displacement of relative values. I have the most profound faith in the disciplinary and cultural values of classical studies. Not only that, but I regard these values as far higher than the practical value, the development of which I am urging upon you. But, apart from the fact that these values are not recognized to-day by all psychologists, or even, I regret to say, by all classical teachers themselves, it is certain that these values will never be the ground upon which a democracy will admit Latin as an essential element of its education. Their very intangibility and lack of susceptibility to demonstration results in a preference for subjects that can claim equally great value in these directions and an immediate social value as well. The question asked by democracy is What capacity for social service does Latin possess and to what extent is that capacity realized? Furthermore, the suspicion prevalent that we are not accomplishing our aims in the intangible disciplinary and cultural aspects of classical work is occasioned largely by the lack of convincing evidence that we are accomplishing our aim in the one aspect in which the results are tangible enough to be measurable and

¹This paper was read—with some additions—at the Ninth Annual Meeting of The Classical Association of the Atlantic States, held at Swarthmore College, May 7, 1915. It was read again at a special meeting of The New York Latin Club, on December 4, 1915. It was received at a later date for printing, but too late for publication in Volume 9.

As preliminary or supplementary to the present paper the reader will find it worth while to consult other papers by Dr. Gray, as follows: The Classical Journal 7.196–203, Co-ordination of Latin with the Other Subjects of the High-School Curriculum. I. The General Problem of Co-ordination; *ibid.* 7.338–348, with same title, a discussion of the coordination of the languages in syntax; *ibid.* 8.244–248, with same title, a discussion of the coordination of Latin with physics; *ibid.* 9.301–306, a discussion of the coordination of Latin with biology; 11.33–49, a discussion of the coordination of Latin and Greek with chemistry; The School Review 22.217–226, Co-ordinating Latin with Other High-School Subjects.

demonstrable. In proportion, therefore, as we make good our claim that Latin is practical in the sense in which the average citizen uses the term, in that proportion will there be recognition of our claim to higher service.

But not only is the development of the social and practical side an important element from the point of view of the external economy of the Classics, in fact essential to their life, but it is equally essential from the internal point of view. We shall be much more likely to accomplish the higher aims of classical study which are beyond the understanding or appreciation of the average High School student, if we develop thoroughly and scientifically the one value of the study which he can appreciate and understand, and, in proportion as this vitalizing and humanizing element enters into the teaching of the subject, the more likely is the pupil to reap the higher fruits of the study of Latin.

How shall the principle of socialization, of co-ordination, be applied? Every element in our work is involved—vocabulary, syntax, inflection, translation, content. It is obvious that in proceeding to details I must devote my attention to some very limited quarter of the entire field. I shall limit myself to a brief outline of the first two, vocabulary and syntax, and discuss the third, inflection, in detail. Translation and content I must omit entirely, although in some respects they offer the most fruitful field for the application of the socializing principle.

I. What does the principle we are discussing demand in the teaching of vocabulary?

(1) It demands that the pupil shall be brought at the outset into contact with the living Latin around him and shall cull from his previous experience all the Latin he has ever met. This involves the laboratory method, the search of magazines, newspapers, books for all the Latin phrases that can be found. This initial contact with life should be maintained permanently and developed continuously.

(2) It demands that the book used should have its vocabulary selected, not on the basis of the number of times words are found in Caesar, which the majority will never read, but upon these considerations:

(a) the demands of the pupil's every-day colloquial English environment;

(b) the demands of his contemporary English reading;

(c) the demands of contemporary and subsequent science studies.

Our principle furthermore demands that the English derivatives to be discussed should constitute material just as definite and as carefully organized, lesson by lesson, as any other element of the work. In our work in the East High School, Rochester, we seek to cover about 1000 derivatives during the first year, although the selection is still upon an unscientific basis, pending such investigations as I have suggested above. These

words should be chosen so as to represent all possible ways in which derivation may assist. They should include

1. previously familiar words now fully understood;
2. previously unfamiliar words of the literary type;
3. previously unfamiliar words from contemporary science;

4. words the correct use of which is determined by derivation: e. g. alternative, avocation, mutual, ingenuous, etc.;

5. words preserving interesting stories or ideas: e. g. money, pecuniary, siesta, rostrum, candidate, Rochester, etc.;

6. words where spelling is assisted by derivation: e. g. separate, laboratory, different, etc.;

7. words retaining their Latin form: e. g. maximum, verbatim, versus, alibi, alias;

8. words used in English;

9. curiosities: e. g. tandem, host, onion, cabbage, etc.

(3) Again, it demands that training in application should be continuous. Problems requiring the application of a new word in interpreting an English word should be as regular as one demanding its use in a Latin sentence.

(4) Finally, the effort should be made to convince the corresponding departments of English and science that the work being done is valuable enough to warrant their cooperation, both in the selection of material and in its use in the class-room. In my own School they have been quick to see this and all the words that we cover in the Latin classes are reviewed regularly on the basis of their derivation in the contemporary English and science. Coordination is thus the practical basis of our work. A moment's consideration will, I think, show you that this is a case where one plus one equals three. The effort that the pupil must make to break away from the traditional and inherited tendency to confine his knowledge of Latin to use within the Latin class-room produces inevitably the result that the review of a given fact in the class-room of a different subject makes a more lasting and dynamic impression than a second review in the Latin class-room would have done.

This work is now in operation in my School in definite though tentative form. The School Board has published in pamphlet form the series of papers on the Study of Words and has provided the pupils with the biology and physics lists at cost.

II. The second field in which the ideal of socialization may be carried out is syntax. What is demanded in this field by such an ideal?

(1) The ideal demands that the grammatical phenomena incorporated in a first year book should not be selected on the basis of their relative importance to a possible student of Caesar, but with the definite aim of equipping pupils adequately in English grammar and thus giving to the majority of first year pupils

who will never read Caesar a most valuable and permanent possession that can, I believe, be gained in no other way.

(2) It demands that all Latin teachers shall present each grammatical topic deliberately and consciously in such a way that in fundamental idea, technical terminology and, so far as possible, in the method of expression, it becomes valid to its fullest extent for English and every foreign language the pupil is likely to study.

(3) It demands that, as in vocabulary, so in syntax the laboratory method be followed. The introductory lessons on the subjunctive, for example, should involve a search for the English subjunctives in contemporary newspapers and other reading. Contact with life should be maintained at every point.

(4) It demands again departmental coordination. We have worked this out carefully, and interdepartmental conferences have gradually removed all contradictory and inconsistent treatment in either method or terminology. We have given the emphasis, however, to the development of the recognition on the part of the departments of their mutual obligations, with confidence that when they should once set to work to fulfill these obligations agreement in terminology would follow automatically to satisfy a natural demand. Thus a uniform terminology has followed and not preceded departmental coordination. I am convinced that the ultimate grammatical system will be the result of a slow natural growth, a survival of the fittest, after the socializing principle has been recognized.

As a corollary of this requirement for departmental cooperation, it follows that all grammar taught in English or foreign language classes subsequent to the first year of Latin should consciously go back to the Latin and build upon it. Thus Latin will receive back with interest all it has expended. The School Board of Rochester has published and sells to the pupils at cost the results of our labor in the form of a pamphlet entitled *Introductory Lessons in High School English and Latin*.

III. I have chosen the field of inflections for a more detailed examination chiefly because I have already discussed, on a number of occasions, the problems involved in vocabulary and syntax. Furthermore, this topic seems at first glance the most unpromising field of all for the application of the principle under discussion, and, in proportion as it is doubtless to the average pupil the dryest and most unadulterated drudgery in all his Latin work, in that proportion should we search the more carefully to bring to bear every illuminating and humanizing element.

What will the application of the socializing principle demand in the treatment of inflection?

(1) It demands that the presentation of each declension, conjugation and comparison be accompanied by a study of such of these inflectional forms as occur in the environment of the pupil, either preserving

their original force as Latin words or preserving their original form only.

(2) It demands that the relation between inflection and English derivation be carefully studied and the pupil taught to apply these principles both in discovering derivatives through inflection and conversely in strengthening his knowledge of inflection through the support of derivatives.

(3) It demands that inflections be so taught as to give the pupil a rational understanding of English inflectional forms and a sound basis for the conscious recognition of the synthetical and analytical elements in any language studied thereafter.

(4) It demands again departmental coordination. The inflections of English and Latin should be arranged in corresponding form in such a way as to be mutually illuminating and supporting.

(5) It demands that the type words used in the paradigms should be, so far as possible, chosen from those within the experience of the pupil.

The material at our disposal for the study of inflections may be classified as follows:

1. Latin words used in English preserving not only their original form but their capacity for inflection as Latin words. Many of these can be found by the pupils themselves in their ordinary English reading and in their text-books of mathematics and science.

First declension

alumna-ae	formula-ae	nebula-ae	vertebra-ae
antenna-ae	larva-ae	pinna-ae	papilla-ae
minutiae			

Second declension

a. Masculine

Ordinary reading	Mathematics	Biology
stimulus-i	radius-ii	fungus-i
alumnus-i	focus-i	bacillus-i
terminus-i		nucleus-i
genius-ii		villus-i
syllabus-i		
papyrus-i		

Here may be recalled the old Roman oath that has been preserved in 'by jimmie'.

b. Neuter

memorandum-a	datum-a
stratum-a	addendum-a
desideratum-a	corrigenda
bacterium-a	

Third declension

apex, apices	—, regalia	genus, genera
axis, axes	—, insignia	
basis, bases	appendix, appendices	

Fourth declension

There is none capable of inflection.

Fifth declension

series-ies	species-ies
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The importance of such words lies not merely in the fact that the pupil discovers that he is already acquainted with Latin endings, nor yet in the renewed contact with environment that they make possible. Their chief importance lies in the fact that the greatest problem involved in the learning of inflections, the acceptance of the force of endings directly, is found

already to have been solved in great measure by these words, the value of which the pupil has been feeling directly by virtue of their Latin endings. They form a natural bridge from the analytical English to the synthetical Latin.

2. Latin words and phrases found in English preserving some case-usage. Many such words will have been already collected by the pupil in his first search for Latin expressions in English. These should be reexamined as the cases and the declensions which they illustrate are taken up. To classify these words is scarcely necessary. Expressions like *anno domini* and *per annum*, *casus belli* and *ante bellum*, *tempus fugit* and *pro tempore*, *pax vobiscum* and *requiescat in pace*, *vox populi* and *viva voce* will illustrate this class sufficiently. When the fifth declension is first taken up, the expressions *per diem*, *ante meridiem*, *bona fide*, *prima facie* should be presented in an English context and analyzed.

3. English words preserving the original nominative singular form, but no longer felt as Latin words.

a. Nouns

1) First declension

villa	lava	insomnia	toga
militia	scintilla	cornea	saliva
inertia	auror	charta	corona
amentia	area	retina	medulla
arena	copula	dementia	camera
cornucopia	acacia	scrofula	abscissa
		umbra	

2) Second declension

Masculine in *-us*

circus	campus	acanthus	arbutus
nimbus	cumulus	octopus	crocus
abacus	discus	hiatus	phosphorus
colossus	calculus	arcturus	chorus
animus	isthmus	incubus	
humus			

Masculines in *-er*

minister vesper caper arbiter cancer

Neuters in *-um*

momentum	auditorium	arboretum	serum
opprobrium	gymnasium	tedium	spectrum
aquarium	pinetum	modicum	arcanum
emporium	premium	stadium	pabulum
residuum	delirium	decorum	asylum
rostrum	forum	odium	medium
compendium	simulacrum	museum	symposium

3) Third declension

Nouns ending in *-tor*

administrator	monitor	corrector
spectator	curator	testator
benefactor	senator	executor
agitator	rector	doctor
orator	auditor	victor
factor	instructor	actor
pastor	numerator	dictator
janitor	tutor	

Nouns ending in *-sor*

censor	oppressor	divisor
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Nouns ending in *-or*.

honor	candor	liquor	arbor
donor	favor	fevor	torpor
error	languor	splendor	squalor
rigor	horror	humor	color
labor	pallor	rumor	vigor
odor	vapor	ardor	clamor
terror			

Nouns ending in <i>-en</i>		abdomen	cognomen
omen	stamen	gluten	alumen
acumen	regimen		
specimen			

Nouns ending in <i>-us</i>		onus
opus	genus	

Nouns ending in <i>-l, -r</i>		murmur
altar	exemplar	

Other Nouns		sol
lens	crux	

Nouns ending in <i>-t</i>		farrago
vertigo		

Nouns ending in <i>-v</i>		virago
lens		

4) Fourth declension		prospectus
impetus	consensus	census

excursus		detritus
status		

5) Fifth declension		nexus
rabies	congeries	

b. Adjectives

1) Positive		sinister	neuter
bonus	quietus	vacuum	sanctum
prosper	simile	alter	pauper
duplex	nostrum	pendulum	conifer

2) Comparative		minor	major
plus	anterior	exterior	junior
inferior	excelsior	major	superior
prior	minus	senior	ulterior

3) Superlative		maximum	minimum
innumerus			

4. Words preserving some crystallized inflectional forms.

a. Nouns		subpoena (abl.)
legislator (legis, gen.)		quorum (gen.)
vim (acc.)		omnibus (dat.)
dominie (voc.)		gratis (abl.)
octavo (abl.)		rebus (abl.)
folio (abl.)		No. (abl.)
innuendo (abl.)		

b. Verbs		deficit	irregular
vetō	tenet		exit
habitat			interest
ignoramus			
mandamus			
affidavit			

Subjunctive — fiat

Imperative — recipe, memento.

Infinitive — posse

Participles — referendum, corrigenda, addendum.

5. The careful study of derivatives advocated in the previous topic will not only assist the pupil to an understanding of English, but, if at the same time certain simple general principles of derivation have been pointed out, these same derivatives can assist materially in the initial mastery and retention of the inflections.

a. Declension

itinerary	is from iter:	Latin gen. Sing. = itineris
incarnate	" " caro:	" " " = carnis
cordial	" " cor:	" " " = cordis
custody	" " custos:	" " " = custodis
onerous	" " onus:	" " " = oneris
temporal	" " tempus:	" " " = temporis
corroboration	" " robur:	" " " = roboris

So veteran gives the gen. sing. of *vetus*; *audacious* of *audax*; *decorate* of *decus*; *criminal* of *crimen*; and so with countless others.

This principle is of special value in assisting the pupil to remember whether adjectives and nouns in *-er* drop the *e* or retain it.

miserable is from miser: therefore miser, misera, miserum

pulchritude is from pulcher: therefore pulcher, pulchra, pulchrum

acrid is from acer: therefore acer, acris, acre

celerity is from celer: therefore celer, celeris, celere

nostrum is from noster: therefore noster, nostra, nostrum

sacred is from sacer: therefore sacer, sacra, sacrum

So with numerous others. Even a variation in the English spelling is significant. The two spellings dextrous and dexterous show the pupil that there were two inflections originally in Latin:
dexter, dextra, dextrum, and dexter, dextera, dexterum.

Not only is this process of practical value, but it performs a distinct service in the mental training of the pupil in substituting in part the logical process of association for the purely mechanical process of memorization. A properly constructed first year book will print with every new noun or adjective the derivative most significant in this respect.

b. Comparison.

A Latin comparison becomes a much more vital thing when to the usual request to compare the adjective is added the requirement to compare the word on the basis of its English derivatives, thus:

bonus- boon ameliorate optimist

malus- malefactor impair pessimist

supra- surplus superior supreme and summit

magnus- magnate major (or mayor) maximum

parvus- parvanimity minor minus minimize

c. Conjugation.

The fact that derivatives from verbs are formed from either the first or the last principal part (*-tor, tion, -sor, sion*, from the last, and *-nt* from the first) furnishes an important principle that should be in constant operation.

assume and assumption: therefore sumo, sumere, *-sumptus*

join and conjunction: therefore iungo, iungere, *-iunctus*

recipient and reception: therefore recipio, recipere, *-receptus*

ingredient and congress: therefore congrego, congre-*-di*, *-gressus*

redeem, redemption: therefore redimo, redimere, *-redemptus*

augment and auction: therefore augeo, augere, *-auctus*

So convert and conversion, feign and fiction, contingent and contact, foundry and fusion, repel and repulsion, destroy and destruction, etc. Education and predication beside conduct and predict show the existence of first conjugation verbs dico, dicare, duco, ducare.

The giving of principal parts becomes likewise much more significant to the pupil when he is expected to parallel his first and last parts with English derivatives or when the question takes the form, 'Give the principal parts of the verb from which are derived diction, dictate, dedication'.

6. Words preserving some significant inflectional syllable.

1. The present act. part. in *-nt = ing*
recipient, tangent, ingredient, solvent, ardent, serpent, recumbent, repellent, crescent, fluent, sapient, consequent, salient, etc.

Not only does the recognition of this inflectional form in the English derivatives give the basis for interpreting them, but it also preserves the *i* of *io* verbs and constitutes an additional factor on the rational side of the principal parts.

2. The future pass. part. in *-nd*
minuend, subtrahend, multiplicand, dividend, reverend, propaganda, reprimand, stupendous, addendum, gerund, gerundive, second, legend.

Such facts may be brought into problem form by the request to explain, for example, the mathematical topic of division on the basis of derivation: divisor, dividend, quotient (not the participle).

3. The future act. part. in *-tur*
future

7. Inflection in the larger sense includes all formative suffixes. These likewise should be presented always with the Latin and the English side by side. The pupil should be led to see constantly that the particular suffix explains not only the meaning of the Latin word concerned but a score of English words as well.

- tor, sor	auditor, etc.
- or	amor, ardor, etc.
- tura	iunctura, juncture, etc.
- mentum	impedimentum, impediment, fragment, etc.
- ilis	docilis, docile, legible, etc.
- osus	laboriosus, laborious, spacious, etc.
- orium	auditorium, natatorium, etc.

In this field there should be constant use of our principle throughout the four years.

It is obvious that much of what I have outlined is practicable for the teacher to introduce no matter what the basis is of the first year book used. Much will be impracticable except through the medium of a book constructed with this conception as its basis. No such book will ever be written by a single individual. It will demand for its production the existence among the classical teachers themselves of the solidarity that only the socializing ideal itself can create. It will have to be the expression in tangible form of the very spirit I am advocating, of coordination instead of isolation among the teachers of Latin.

There are many questions that will doubtless arise in your mind that I am compelled by lack of time to ignore. I trust you will not assume that omission necessarily means failure to recognize the difficulty. You may be asking what effect such a program will have upon the reading of Caesar. Even if it did leave the fifty per cent. who enter Caesar without certain words 'occurring five times in Caesar' and without certain grammatical facts traditionally included in every first year book, I should maintain that the other fifty per cent. had the right of way and that special Caesarean problems should be left for the second year. I believe in rendering unto Caesar the things that are Caesar's. But I am convinced that the method

here advocated would be best even from the standpoint of the pupil in Caesar. While the vocabulary of such a first year book would admittedly not be Cae arean to the extent of 96 2-3 per cent., yet the fundamental vocabulary basis would still be present, and the far greater significance, vitality and dynamic power possessed by such a vocabulary would more than compensate for the new words to be learned, words that the pupil has learned to attack with keener tools than those of memory solely.

EAST HIGH SCHOOL,
Rochester, N. Y.

MASON D. GRAY.

Hellenic Civilization. Edited by G. W. Botsford and E. G. Sihler. With Contributions by William L. Westermann, Charles J. Ogden, and others. New York: Columbia University Press (1915). Pp. 13 + 719. \$3.75.

It is long since we first heard that a series entitled *Records of Civilization: Sources and Studies* was to appear. At last we have the first volume. It is with surprise that we note that, while separate volumes are announced for the Sacramental System and for Reprisals in the History of International Law, the whole of Hellenic Civilization is compressed into a single work. Thus we expect a sort of glorified source book, too large for any but a decidedly advanced class, too scrappy for advanced reading. Nor do we forget that one of the editors has already produced the most usable Source Book of Ancient History now available.

Our expectations are not quite realized, for, if this is a source book, it is a source book of a new kind. Few of the selections from the earlier work are here repeated and there is little attempt to give long narratives from the historians. Where the famous historians are excerpted, it is to draw our attention to some phase of civilization we might otherwise overlook. The brilliant passages dealing with the Persian and Peloponnesian Wars are missing, but nevertheless we get a good idea of the causes and results of these wars.

It is no surprise to find that a book edited by the author of the Roman Assemblies has handled the constitutional side of the history in an exceptionally effective manner. Practically all the important passages which give the political thought of the Greeks are here massed, including the discussion of the various forms of government which Herodotus places in the mouths of certain Persians, the pseudo-Xenophontic Polity of the Athenians, which Professor Sihler has been well advised to print entire, and the Funeral Oration of Pericles, from Thucydides. The constitution of the Boeotian League, so interesting a parallel to our own, is given from the recently discovered Oxyrhyncus Papyrus, and just before it is printed another recent discovery, the treatise *On the Constitution*, formerly considered a late and useless sophistic production, but now recognized as a peculiarly interesting exposition of political thought in the period immediately after the Peloponnesian War. Considering

its difficulty and its inaccessibility, Professor Sihler has been again well advised in presenting it entire. Needless to say, the inscriptions which illuminate constitutional problems are generously utilized.

Some of us have long known that Professor Westermann of Wisconsin had made a large number of translations from the inscriptions and the papyri. From this store he has selected the material for a chapter on Administration, Industry, and Education in the Hellenistic Kingdoms (568-609). To those who have not followed the discoveries of recent years this new material will be a welcome surprise, especially the sources dealing with the land system and the development of serfdom, so parallel to that of the Middle Ages. Throughout the book, an attempt has been made to collect material bearing on the economic life of Hellas and the attempt has been most successful. Merely to read the book through is to gain a better conception, so well are the extracts grouped, than would come from some manuals devoted to economic history.

To the student of legal history, the material gathered in this volume should be most welcome. In a recent work on the Sources of Ancient and Primitive Law, the Greek material consisted of selections from Homer, Plutarch, and the Law of Gortyna. Here we have a chapter devoted to Private and Criminal Law (275-292), in which is given an elaborately documented translation of the Gortyna Code and of the precious fragment of the homicide law of Draco. Scattered through the remainder of the book, especially in the sections devoted to the orators, are many other passages throwing a vivid light on legal matters, property, partnership, commercial law, dower, wills, and loans. Particularly noteworthy is the long inscription recently discovered by the Americans at Sardis, which adds much to our knowledge of mortgage law. Never before have we had in English so valuable a collection of sources on Greek law.

When one comes to the heading Social Conditions (471-526), one may expect almost any character of extract. It is perhaps here more than anywhere else that opinions about the work will differ. In the opinion of the reviewer, the problem has been successfully met. It will no doubt be felt by many that the more purely literary side of Greek life has been somewhat ignored. To this the answer is obvious. There are many volumes of selections from Greek literature. There is but one Hellenic Civilization.

Here and there one misses favorites. For example, one is surprised to find nothing from the Mimes of Herodas. On the other hand, the reviewer is constantly tempted to notice some particularly interesting selection not generally known in the Schools. One must praise the general Introduction (1-62), by Professor Botsford, which is a small treatise on the sources for Greek civilization, the notes on the extracts, so much to the point, and the astonishingly complete bibliographies (also by Professor Botsford). The notes breathe the

utmost enthusiasm for things Greek and especially for things Athenian. One may be a thorough believer in democracy and yet not subscribe to all that is said about Athenian government. Is not the most valuable effect on the American student of the study of Greek history the realization of the blunders of the Athenian democracy which we may avoid? On one point, we must certainly take issue. The section of Xenophon's *Economicus* which so beautifully distinguishes the relative fields of activity which are adapted for men and for women is made the basis for this observation: "In the face of such facts, it is absurd to speak of the inferiority of Athenian women of this period". Other facts flatly oppose such a conception. Is not the whole passage simply the reaction on a cultured Athenian mind of the higher treatment of women by that Spartan state Xenophon so greatly admired?

Our final impression is that of great scholarship, combined with equally great skill in the selection and presentation of the sources. Rarely has there appeared a single volume which has contributed so much new material for the enlivening of Greek history.

UNIVERSITY OF MISSOURI.

A. T. OLSTEAD.

LORD REEDSDALE ON THE CLASSICS¹

With Mr. Jelf (the translator of Kühner's Greek Grammar) I had but one hour a day, but then it was such an hour! Sixty minutes not one of which was without its value. During the months that I spent with him, from the end of January to October, I read through the whole of Herodotus, the Iliad and the Odyssey, the Agamemnon of Aeschylus, and, above all, as an exercise, the Medea of Euripides, looking out every reference in my master's great grammar. In Latin I read Pliny's delightful letters, was supposed to be sufficiently well up in Horace and Virgil, and was spared the arch-bore Cicero, in regard to whom I by no means shared the enthusiasm of Mrs. Blimber; as a matter of archaeology I might sympathize with her as to the Tuscan villa, but its owner and his self-glorification I should have avoided.

I should like, if it is not deemed an impertinence, to say one word here upon the much-vexed question of a classical education, and of Greek in particular. It is very easy, very cheap, to say that Greek and Latin are of no use in learning modern languages. I have had some experience in the study of both, and I am distinctly of opinion that nothing has helped me so much in the acquisition of even the most out-of-the-way modern languages as the work which I did under Jelf, dissecting every sentence and every particle in the Medea with the help of his Greek grammar.

No language has been so thoroughly analysed—perhaps because none has been so philosophically constructed—as Greek. The man who starts upon the study of modern languages, after having dissected, conscientiously and searchingly, the work of one of the Greek giants with the help of Jelf's great book, has insensibly converted his mind into a sort of comparative grammar, he has acquired the knowledge of points of difference and points of similarity, that is to say of comparison, of which Buffon said, "Nous ne pouvons acquérir de connaissance que par la voie de la comparaison", and although the aid given to him is, of course,

indirect, it is none the less real. He is in the position, of a man who goes to a new gymnastic exercise with trained muscles, and therefore with marvellous ease, as compared with the man whose muscles and sinews are flabby and slack. That it is a discipline of the highest significance few will be found to deny. When Darwin spent seven years in dissecting barnacles it was not simply a knowledge of barnacle nature at which he was aiming; he was training his mind for other purposes. Apart from the beauties which they reveal to us, and so without any reference to the important question of culture, I am in favour of the study of the classics, as a gymnastic exercise of the brain, as a dissection of barnacles which yields far higher results than could be gained by merely learning French and German without any other preparation. In that way a man would attain what must simply be a more or less glorified couriers' knowledge, practical no doubt, up to a certain degree, but unscientific and failing him at crucial points.

The best Oriental scholars whom I have known have all been men who attacked their Eastern studies armed with the weapons furnished by a classical education.

And our own beautiful English, the language of Chaucer, Shakespeare, Milton: will that not suffer if a false utilitarianism should succeed in banishing the classics from our schools? Even now it is surrounded by enemies, but I shudder to think of what it might become after two centuries of nothing but transoceanic influences unchecked by scholarship.

Classical Articles in Non-Classical Periodicals

III

L'Académie des Sciences Morales et Politiques—Sept.-Oct., Démosthène et les Athéniens.

American Historical Review—April, Botsford and Sihler, Hellenic Civilization (Paul Shorey).—July, Race Mixture in the Roman Empire, Tenney Frank.—Oct., Leaf, Homer and History (G. M. Bolling); Legge, Forerunners and Rivals of Christianity (F. A. Christie).

Anglia—May, Pope als Übersetzer der Ilias, iii, M. J. Minckwitz. Atlantic Monthly—July, Parents and Schools, A. Flexner.

Athenaeum—Aug., (The Cambridge Songs: a Goliard's Song Book of the Eleventh Century, Edited by Karl Breul); Archaeological Notes.

Bibliotheca Sacra—Oct., Further Readings [in St. Matthew] from the Codex Huntingtonianus; (The Mythology of All Races, Vol. i, Greek and Roman, W. S. Fox).

Bookman—Dec., Pallas Athena [a poem], Arlita Dodge.

Contemporary Review—Nov., (A. S. Way, The Aeneid of Virgil in English Verse).

Educational Review—Sept., The Purpose of College Greek, Virginia C. Gildersleeve.

English Historical Review—July, The Table of Veleia, or the Les Rubria, E. G. Hardy; The Date of the Notitia of Constantinople, J. B. Bury; Young, East and West through Fifteen Centuries (Alice Gardner).—Oct., The Cambridge Songs: a Goliard's Song Book, Edited by K. Breul (W. P. Ker); Pareti, Studi Siciliani e Italici (W. A. Goligher); Robert of Chester's Latin Translation of the Algebra of Al-Khowarizmi, Edited by L. C. Karpinski (W. W. Rouse Ball).

Folk-Lore—Sept. 30, The Pharmakos, Jane E. Harrison.

Fortnightly Review—Nov., Places and Peoples on the Roumanian Danube, W. F. Bailey and J. V. Bates [with numerous references to the activities of Rome in that region].

La Grand Revue—Oct., L'Allemagne contre la Culture Classique, V. H. Friedel.

Harvard Theological Review—April, Mystery God and Olympian God, G. P. Adams; Murray, The Stoic Philosophy (Frederic Palmer).

Independent—Oct. 30, Romans and Roumans.—Nov. 6, (Greek Gods and Heroes).

Journal of English and Germanic Philology—Oct., What Qualities of Greek and Latin Literature Especially Attracted Goethe?, W. J. Keller.

¹From Lord Redesdale's book, entitled *Memories*, 1.92 ff.

Journal of the Royal Anthropological Institute—Jan.-June, Some Votive Offerings to the Venetic Goddess Rehtia [illustrated]. R. S. Conway.

Literary World—Nov. 2, (H. B. Walters, A Classical Dictionary of Greek and Roman Antiquities, Biography, Geography and Mythology).

Military Historian and Economist—Oct., Rome, Marseilles and Carthage, T. Frank.

Modern Language Association, Publications of—June, A Byzantine Source for Guillaume de Lorris's *Roman de la Rose*, F. M. Warren.

Modern Language Notes—Feb., The Judgment of Paris, W. C. Curry.—March, A Classical Allusion in Poe, H. E. Mierow.—May, Chaucer and Horace, Harriet Seibert.

Nation (London)—Oct. 14, (E. Hutton, Attila and the Huns [Contains references to Ammianus Marcellinus et al.]).

National Geographic Magazine—Oct., Italy [with very many illustrations of interest to classicists], A. S. Riggs.

Poetry—Nov., Mr. Hagedorn's Clytemnestra = (H. Hagedorn, The Great Maze and The Heart of a Youth, a Poem and a Play).

Quarterly Review—April, Horace at his Sabine Farm, Sir Archibald Geikie.

La Revue—Nov., Invocation Delphique [a poem], A. Lebey.

Revue Hispanique—Aug., Las Heroicas de Ovidio Traducidas en Castellano. Publicadas S. López Inclan.

Revue historique—May-June, Plamininus et la politique romaine en Grèce, ii. Léon Homo; Bulletin historique: Histoire grecque (G. Glots); Coroi, La Violence en droit criminel romain (J. Toutain). July-Aug., Cloche, La Restauration démocratique à Athènes en 403 (G. Glots); Cloche, Étude chronologique sur la troisième guerre sacrée, 356-46 (G. Glots).

Saturday Review—Oct. 28, "YBP 12 and Nemesis, H. J. Marshall.

Science Progress—Oct., Ancient Knowledge of Parasite-Carriers, H. A. Strong; W. Ridgeway, The Dramas and Dramatic Dances of Non-European Races, etc. (E. S. Hartland).

Studies in Philology [A Quarterly Journal Published under the Direction of the Philological Club of the University of North Carolina]—Oct., Consulles Suffecti in the Years 98 to 101, G. A. Harrer; Classical Notes [I. Lucian and the Governor of Cappadocia; II. Cohors I Flavia Bessorum Quae est in Macedonia; III. A Note on Justin Martyr, Dialogue with Trypho LXXVIII, 10], G. A. Harrer.

Spectator—Oct. 7, Limericks, A. H. Davis [one in Greek].—Oct. 14, The Consolations of the Classics, S.—Oct. 21, The Consolations of the Classics, A. V. A. D. Nurse; Greece, W. B. Prosser; (C. E. Robinson, The Days of Alkiphiades).

Times (London) Literary Supplement—Oct. 13, The Pleasures of Quotation, R. B. Luard-Selby [Kuripides on the Great War].—Oct. 20, The Pleasures of Quotation, T. C. Weatherhead [Cicero on the Great War].—Nov. 3, (A Classical Dictionary, Edited by H. B. Walters).

Unpopular Review—Oct., Errata and Contingent Subjects.

Yale Review—Oct., The Case of Latin, A. G. Keller; Greek in the New University, T. D. Goodell.

THE CLASSICAL LEAGUE OF PHILADELPHIA

The newly organized Classical League of Philadelphia held its first literary meeting on Friday evening, November 24, at the Widener Library, in Philadelphia. Forty-four persons were present, a fact which augurs well for the vitality of the new organization, especially since membership in the Classical League is restricted to teachers of Latin and Greek.

The feature of the meeting was the reading by Professor Charles Knapp of a scholarly paper entitled A Phase in the Development of Prose Writing among the Romans. With characteristic vigor and clearness Professor Knapp traced the development of Latin prose from the rugged simplicity and brevity of the earliest specimens—a brevity often degenerating into baldness, and often marred by obscurity—to the style of Cicero, whose distinguishing characteristics were *copia* and the use of the periodic sentence, and thence, through Sallust, Quintilian, Pliny the Younger, and Tacitus to brevity again, surcharged now with meaning, and yet often marred by the old faults, baldness and obscurity. He pointed out that brevity, rather than the *copia* of Cicero, was natural to the Romans; hence in Sallust

and Tacitus, for example, we are to see a reversion to type, or, perhaps we had better say, the persistence of type. He discussed also the factors which led to the supplanting of Cicero's style by that of Sallust and of Tacitus (as seen especially in the *Annales*). Besides the reasons commonly advanced to explain this phenomenon, he advanced one not before considered—the suggestion that the tendency toward archaism, plainly visible always in Latin literature, and pressing more and more to the front, from the time of Cicero and Horace onward, all through the first century A.D., and finally triumphant in the days of Hadrian, played a very large part.

The President of the League, Miss Emma L. Berry, announced that there was every prospect that The Classical League and The Philadelphia Society for the Promotion of Liberal Studies were to work together in an interlocking arrangement for the furthering of the cause of the Classics.

ARTHUR W. HOWES, *Secretary*.

TWO PARALLELS BETWEEN ANCIENT AND MODERN WARFARE

The recent occupation of Athens and of forts in different parts of Greece by the allies seemed, at one time, to many persons outrageous. The purpose of the Allies was to insure the adherence of the Greeks to their cause, or at any rate to prevent the Greeks from helping the enemy. Compare the treatment of the Boeotians at the time of Xerxes's invasion, as given by Herodotus 8.34: "All the Boeotians had Medized, but their cities were held by Macedonian troops, who had been sent by Alexander. The Macedonians held the cities, because they wished to make it evident to Xerxes that the Boeotians favored the Medes."

Another passage of interest is Thucydides 2.67. During the Peloponnesian War the Athenians had put to death some Spartan ambassadors who had been delivered into their hands. According to Thucydides, in Jowett's translation, "They considered they had a right to retaliate on the Lacedaemonians, who had begun by treating in the same way the traders of the Athenians and their allies when they caught their vessels off the coast of Peloponnesus. For at the commencement of the war, all whom the Lacedaemonians captured at sea were treated by them as enemies and indiscriminately slaughtered, whether they were allies of the Athenians or neutrals."

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R. C. HORN.

THE CLASSICAL ASSOCIATION OF PITTSBURGH AND VICINITY

The Classical Association of Pittsburgh and Vicinity met at the University of Pittsburgh on December 2. The program included a paper on The History of the Teaching of Latin, by Miss Wilma F. Schmitz, of the South High School, Pittsburgh, and an illustrated lecture on The Life of a Roman Woman, by Professor Walton Brooks McDaniel, of the University of Pennsylvania.

The Classical Association of Pittsburgh is beginning its tenth year. The officers for the current year are: President, Miss N. Anna Petty, Latimer Junior High School, Pittsburgh; Vice-President, Miss Mary L. Breene, Peabody High School, Pittsburgh; Secretary-Treasurer, Professor Evan T. Sage, University of Pittsburgh.

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